DOCUMENT RESUME

ED 037 028 EF 001 296

AUTHOR Crowley, W. B.
TITLE Standards for Accredited Elementary Schools of South Carolina.
INSTITUTION South Carolina State Dept. of Education, Columbia. Div. of Instruction.
PUB DATE 67
NOTE 47p.

EDRS PRICE EDRS Price MF-$0.25 HC-$2.45
DESCRIPTORS *Curriculum, *Educational Administration, *Elementary Schools, Evaluation Criteria, *Facility Requirements, Personnel, School Buildings, *Standards

ABSTRACT

Specifications are outlined for elementary school organization and administration, personnel, curriculum, buildings, and grounds. Organization and administration requirements are established in terms of administration assignments, secretarial services, library services, special education aide, custodial services, length of school terms, pupil accounting, financing and budgeting, instructional materials and inservice education. Personnel specifications are established for principals, teachers, supervisors, guidance counselors, librarians and non-instructional positions. Buildings and grounds requirements are presented for school sites, buildings, classrooms, libraries, multipurpose rooms, school lunch facilities, administrative office space and maintenance. (GM)

ED037028

STANDARDS FOR ACCREDITED ELEMENTARY SCHOOLS OF SOUTH CAROLINA

Prepared by an

Elementary Standards Advisory Committee

under the direction of

W. B. CROWLEY, *Chief Elementary Supervisor*

1967

STATE DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION

J. C. HOLLER, *Director*

COLUMBIA, SOUTH CAROLINA

CYRIL B. BUSBEE, *Superintendent of Education*

EF 001 296

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SOUTH CAROLINA
STATE BOARD OF EDUCATION

Mr. Cyril B. Busbee, State Superintendent of Education
Secretary and Administrative Officer to the Board

Mr. N. J. Laney, Chairman, Bishopville	Circuit 3
Dr. R. Cathcart Smith, Vice Chairman, Conway	Circuit 15
Mr. D. Houser Banks, St. Matthews	Circuit 1
Mr. Thomas R. Jackson, Williston	Circuit 2
Mr. Laurens W. Floyd, Dillon	Circuit 4
Mr. E. Crosby Lewis, Columbia	Circuit 5
Dr. Richard Y. Westcoat, Lancaster	Circuit 6
Mr. J. Claude Fort, Gaffney	Circuit 7
Dr. J. Calvin Koonts, Due West	Circuit 8
Mr. John T. Welch, Jr., Charleston	Circuit 9
Mr. Curtis Pennington, Starr	Circuit 10
Dr. H. Odelle Harman, Lexington	Circuit 11
Mr. William H. Seals, Marion	Circuit 12
Dr. Brown Mahon, Greenville	Circuit 13
Mr. G. A. Hoffman, Walterboro	Circuit 14
Mr. William B. White, Jr., Rock Hill	Circuit 16

Standards for Accredited Elementary Schools was first adopted by the State Board of Education in 1960. The first revision was made in 1965. This revised edition was officially approved by the State Board of Education on May 12, 1967.

FOREWORD

The *Standards for Accredited Elementary Schools of South Carolina* was adopted in 1960. A continuous study has been made of the effects, strengths, and weaknesses of these standards by an advisory committee composed of county superintendents, district and area superintendents, directors of instruction, elementary principals, and State Department of Education personnel. The quality of elementary education has been greatly improved and significant gains have been made in the elementary school program since the first revision of the *Standards* in 1965.

The standards set forth minimum requirements in the areas of administration and organization, personnel, curriculum, and buildings and grounds. While many of these minimum requirements may appear quantitative in nature, each has a direct bearing on the quality of the program provided for the boys and girls of South Carolina.

The revised standards are believed to be within the reach of every elementary school in South Carolina. Some schools will need to exert their full energies in reaching these minimum goals. Other schools have already gone beyond the minimum requirements.

It is our hope that the standards will prove a valuable guide as the people of South Carolina work together to upgrade our schools and to provide a quality education for every child of school age in the state.

Cyril B. Busbee
State Superintendent of Education

TABLE OF CONTENTS

Page

South Carolina Board of Education i

Foreword iii

Introduction vii

Members of the Elementary Standards Advisory Commission.. viii

Accreditation Procedures:

A. Applicability 1

B. Implementation 1

C. Method of Reporting 2

PART ONE

ORGANIZATION AND ADMINISTRATION

I. Administration 4

II. Membership and Attendance 5

III. Secretarial Services 6

IV. Library Services 6

V. Special Education Aide 7

VI. Custodial Services 7

VII. Length of School Day 7

VIII. Length of School Term 8

IX. Pupil Accounting and Reporting 8

X. Safety and Welfare of Pupils 9

XI. Financing and Budget 10

XII. Materials and Instruction 11

XIII. Inservice Education 12

TABLE OF CONTENTS (Continued)

PART TWO

QUALIFICATIONS OF SCHOOL PERSONNEL

XIV. Principal 16
XV. Teacher 17
XVI. Supervisor 17
XVII. Guidance Counselor 17
XVIII. Librarian 18
XIX. School Nurse 18
XX. Secretary 19
XXI. School Lunch Personnel 19
XXII. Custodial Personnel 19
XXIII. Health Certificates 20

PART THREE

CURRICULUM

XXIV. Communication Skills 22
XXV. Social Studies 23
XXVI. Physical and Natural Environment 25
XXVII. Quantitative Relationships 26
XXVIII. Esthetic and Creative Experiences 27
XXIX. Health, Physical Education, Safety 28
XXX. Special Education 30
XXXI. Evaluation 31

TABLE OF CONTENTS (Continued)

PART FOUR

BUILDINGS AND GROUNDS

XXXII.	Site	34
XXXIII.	Building	34
XXXIV.	Classrooms	35
XXXV.	Library	35
XXXVI.	Multipurpose Room	36
XXXVII.	School Lunch Facilities	36
XXXVIII.	Administrative Area	37
XXXIX.	Maintenance	38

PART FIVE

SUMMER SCHOOL PROGRAMS

XL.	Organization and Administration	40
XLI.	Qualifications of Teachers	41
XLII.	Curriculum	41

INTRODUCTION

The second revision of the standards as set forth in this publication is the work of many educational leaders. The recommendations for changes have grown out of the combined study by many of our specialists of what constitutes an adequate elementary school program. This committee carefully considered the revised standards adopted in 1965, their effects on elementary school programs, and the progress being made toward reaching them. These standards outline the minimum requirements for a program of elementary education throughout the state that will greatly enhance the learning opportunities of every boy and girl.

It is our hope that the standards will be carefully studied by every school administrator, school board member, supervisor, elementary school teacher, and the general public to whom the schools belong. We commend those schools already accredited and hope they will exert every effort to do even more.

We hope those not now meeting all the standards will set for themselves an early target date whereby all requirements will be met. The standards may well be used as a study guide for parent-teacher meetings, faculty meetings, for administrative planning sessions, and at meetings of the board when the budget is under consideration. We commend these standards to every school district as South Carolina makes a strong and concerted effort to gain its rightful place among the states of the Union in the quality of education offered to all of its boys and girls.

On behalf of the State Department of Education and the State Board of Education, we express appreciation to those who served on the advisory committee.

J. Carlisle Holler, Director
Division of Instruction

MEMBERS OF THE ELEMENTARY STANDARDS ADVISORY COMMITTEE

Dr. W. B. Crowley, Chief Elementary Supervisor, State Department of Education, Columbia, Chairman

Mr. Carroll L. Brown, Superintendent, Anderson County Schools, Anderson

Mr. D. L. Crolley, Superintendent, Union Area Schools, Union

Mrs. Lollie T. Hines, Principal, Cone Elementary School, Greenville

Mrs. Kathryn Holdom, Principal, Alice Drive Elementary School, Sumter

Mr. C. R. Hunter, Superintendent, Marlboro County Schools, Bennettsville

Mr. Buren Lown, Superintendent, North Augusta Area Schools, North Augusta

Mr. R. A. Perry, Principal, Mullins Elementary School, Mullins

Mr. Ernest Reeves, Director of Instruction, Williamsburg County Schools, Kingstree

Mr. H. L. Sneed, Superintendent, Florence School District No. 1, Florence

Mr. C. E. Watkins, Administrative Assistant, Kershaw County Schools, Camden

Mr. Herbert A. Wood, Superintendent, Brookland-Cayce Schools, Cayce

ACCREDITATION PROCEDURES

A. APPLICABILITY

1. **Minimum requirements for accreditation shall apply to all public elementary schools accredited by the State of South Carolina.**

2. **Schools with 1 to 3 teachers are not accredited except in geographically isolated areas or in special areas of education, and then only if all of the elementary schools within the district are accredited.**

   Geographically isolated areas are areas which are impractical to consolidate because of mountains, rivers, islands, swamps, or other natural causes. (P. L. 21-255, School Laws of South Carolina, 1962.)

3. **A unit school is one which has elementary and secondary grades housed on the same campus under the supervision of one principal.**

4. **Schools with 4 to 6 teachers are accredited only if all of the elementary schools within the district are accredited.**

5. **Effective July 1, 1969, no school shall be accredited that has less than 125 pupils except under extraordinary circumstances and accreditation is recommended by the State Superintendent of Education and approved by the State Board of Education.**

B. IMPLEMENTATION

1. **The State Board of Education approved the revised *Standards for Accredited Elementary Schools of South Carolina* effective July 1, 1967.**

2. **To be accredited, schools shall meet all applicable standards at the time of application.**

3. **Accreditation of elementary schools shall be on a continuing basis. Reports or applications are to be made**

each year and schools failing to meet standards shall be advised and/or warned to correct deficiencies before being dropped from accreditation. In the case of serious deficiencies giving evidence of abandoning its efforts to continue accreditation, the school may be dropped the first year by action of the State Board of Education.

4. **Each school shall be visited by an elementary supervisor of the State Department of Education prior to being intitially accredited, and periodically thereafter.**

C. METHOD OF REPORTING

1. **Reports shall be made in triplicate by ALL public elementary schools on forms provided by the State Department of Education.**
2. **The original and one copy of the Elementary School Report shall be submitted to the District Superintendent by October 20 of each year. One copy shall be kept in the school's file.**
3. **The District Superintendent shall sign the original copy of the Elementary School Report and forward it to the Chief Supervisor, Elementary Education, State Department of Education, on or before October 31 of each year.**

PART ONE

ORGANIZATION AND ADMINISTRATION

The administration of the schools is delegated by the people through law to boards of education and to superintendents, who in turn delegate authority to principals and other officials of the school organizations. The school board as the policy determining body is responsible to the public for the condition of the schools and is answerable for the action of the administrators and teachers in attaining the purposes of the school. The administrative policy should be in keeping with the philosophy, needs, and resources of the local community and district.

Ultimately, responsibility for administration falls on the superintendent. All major decisions and actions channel through him. School administrators today face the challenge of an age in which the rate and magnitude of changes are unprecedented.

Organization and administration in the elementary school exist to provide the best learning environments and opportunities for boys and girls. Organization and administration do not themselves provide instruction; they simply facilitate it. Continuous professional and personal development of all personnel should be encouraged to the end that the instructional program may provide increasing benefits to children. The greatest task of administrative effectiveness that an elementary principal faces is leadership of the school staff.

ORGANIZATION AND ADMINISTRATION
MINIMUM REQUIREMENTS

I. ADMINISTRATION

1. **Each school shall have someone designated as head teacher or principal.**

   The designation of a person as head teacher or principal indicates assignment of specific responsibilities and additional compensation.

2. **Each school with 4 to 6 teachers shall have supervisory leadership provided by the central office.**

   The supervisory leadership shall be systematic according to an established policy and shall be provided by a person certified in the elementary area.

3. **Each school with 7 to 13 teachers shall have a teaching principal who devotes at least half time to administration and supervision.**

4. **Each school with 14 or more teachers shall have a supervising principal who devotes full time to administration and supervision.**

   A full-time principal is to be interpreted as one who does not fill a dual role such as a superintendent who supervises two or more schools or a principal who performs other major duties such as an athletic coach within the school system.

5. **Each unit school having 7 to 13 elementary teachers shall have a principal, or assistant principal, or head teacher qualified in the elementary area and who shall devote, by specific assignment from the superintendent, at least one third of his time to elementary administration and supervision, effective July 1, 1968.**

6. **Each unit school with 14 or more elementary teachers shall have a supervising principal or assistant principal**

who devotes full time to administration and supervision of the elementary grades, effective July 1, 1968.

II. MEMBERSHIP AND ATTENDANCE

1. **Class average daily attendance shall be 30 or less.**

   Data relating to class average daily attendance shall be based upon the records of the first six weeks of the current school year.

2. **The average daily attendance for the entire school shall be at least 85% of the membership.**

   Data relating to membership shall be based on the membership at the end of the first six weeks.

3. **Not more than 15% of the classrooms in a school shall have over 35 pupils in membership.**

4. **Special classes for educable mentally handicapped and physically handicapped pupils shall have a maximum membership of 16.**

   Section 21-295, School Laws of South Carolina, 1962, as amended, provide that state aid shall be allowed for a teacher employed with a minimum enrollment of 12 pupils and a minimum attendance of 10.

5. **Special classes for trainable mentally handicapped pupils shall have a maximum membership of 12.**

   Section 21-295, School Laws of South Carolina, 1962, as amended, provide that state aid shall be allowed for a teacher employed with a minimum enrollment of 10 pupils and a minimum attendance of 8.

6. **Special classes for emotionally disturbed pupils shall have a maximum membership of 15.**

   Section 21-295, School Laws of South Carolina, 1962, as amended, provide that state aid shall be allowed for a teacher employed with a minimum enrollment of 10 pupils and a minimum attendance of 8.

III. SECRETARIAL SERVICES

1. **Each school with 4 to 6 teachers shall have secretarial services the equivalent of one day a week.**

   The secretarial services shall be provided in the school according to an established policy.

2. **Each school with 7 to 13 teachers shall have at least half-time secretarial services. It is recommended that each unit school with 7 to 13 elementary teachers shall have at least half-time secretarial services for the elementary grades.**

3. **Each school with 14 or more teachers shall have full-time secretarial services. It is recommended that each unit school with 14 or more elementary teachers shall have full-time secretarial services for the elementary grades.**

IV. LIBRARY SERVICES

1. **Each school with 4 to 6 teachers shall have library services the equivalent of one day a week.**

   Library services shall be scheduled on a regular systematic basis by a certified teacher-librarian or librarian.

2. **Each school with 7 to 13 teachers shall have a teacher-librarian or librarian who devotes at least half-time to library services.**

3. **Each school with 14 or more teachers shall have a full-time librarian.**

4. **Each unit school having 7 to 13 elementary teachers shall have at least half-time library services for the elementary grades; however, a full-time library assistant or clerical aid shall be deemed satisfactory in lieu of the trained librarian, in instances requiring more than one person, effective July 1, 1968.**

5. **Each unit school having 14 or more elementary teachers shall have full-time library services for the elementary grades; however, a full-time library assistant or clerical aide shall be deemed satisfactory in lieu of the trained librarian, effective July 1, 1968.**
6. **The library of a unit school shall be available to elementary pupils throughout the school day.**
7. **A school library shall be kept open to students and teachers a minimum of seven hours per school day.**

V. SPECIAL EDUCATION AIDE

1. **Each teacher of trainable mentally handicapped, physically handicapped, and emotionally disturbed pupils shall have a teacher aide.**

VI. CUSTODIAL SERVICES

1. **Each school shall have at least a part-time custodian.**
2. **Each school with 7 to 13 teachers shall have a full-time custodian.**
3. **Each school with 14 or more teachers shall have a full-time custodian and a helper.**

VII. LENGTH OF SCHOOL DAY

1. **The school day for the first grade shall be a minimum of five hours.**
2. **The school day for all other grades shall be a minimum of six hours.**
3. **The school day for teachers shall be at least seven hours.** Recess and lunch periods, when properly used in the daily teaching-learning process, may be counted as part of the school day.

   The school day for teachers may include instruction,

preparation for instruction made at school, and in-service education.

4. **The school day for educable mentally handicapped, physically handicapped, and emotionally disturbed pupils shall be a minimum of five hours.**

5. **The school day for trainable mentally handicapped pupils shall be a minimum of four hours.**

VIII. LENGTH OF SCHOOL TERM

1. **The school term shall be 180 teaching days or as required by the State Board of Education.**

IX. PUPIL ACCOUNTING AND REPORTING

1. **To be admitted to a first grade, a child must be six years of age on or before November 1 of the current school year.**

2. **Each first grade pupil shall submit a legal birth certficate before being enrolled.**

   Exception: First grade pupils who transfer from another state where a different age regulation exists may be accepted, provided legal residence has been changed to this state. Such pupils will be accepted for instructional purposes, but not counted for state aid.

3. **Each school shall maintain adequate records on each child's physical, social, mental and emotional development.**

   Adequate records are those records which include cumulative information concerning educational achievement, health and physical development, and social adjustment.

4. **Each school shall have an appropriate means of reporting to parents.**

Appropriate means of reporting may be periodic written reports, parent-teacher conferences, or a combination of the two.

5. **Each pupil transferring shall be given a transfer form showing name, date of birth, grade placement, and attendance record to present to the principal of the school where he is enrolling. Additional data shall be furnished by the school on request.**

   The school from which the pupil is transferring provides the required transfer form and any additional data requested by the school to which the pupil transfers. ("Notice of Transfer Card," State Department of Education, may be used.)

X. SAFETY AND WELFARE OF PUPILS

1. **Each school shall conduct a fire drill at least once a month and shall keep posted a plan for vacating the building with well-defined exit routes.**

   Section 2, Item 10, pp. 25-27, Public Laws, Rules and Regulations Relating to School Health, State of S. C., September, 1960.

2. **Each school shall have a sufficient number of fire extinguishers.**

   Sufficient number of fire extinguishers means at least one fire extinguisher of a type approved by the National Board of Fire Underwriters for each floor and every 100 lineal feet of corridor. Extinguishers are to be recharged as required by the manufacturer and dated at time of charge.

3. **Each school shall have approved first aid supplies and equipment.**

   Approved first aid supplies and equipment are listed in the *Emergency Care of Sickness and Accidents*

Occurring at School, State Department of Education, 1964.

4. **Each school shall have a school-wide plan for prevention and care of accidents and illnesses.**

   A recommended plan is given in the *Emergency Care of Sickness and Accidents Occurring at School,* State Department of Education, 1964.

5. **Each school plant shall be inspected at least once a year and the lunchroom twice a year by the health department of the city or county in which the school is located.**

   Section 32-81, Page 1, Public Health Laws, Rules and Regulations Relating to School Health, State of S. C., September, 1960.

6. **Each school shall prohibit competitive sports of a varsity pattern with scheduled league games and a championship for grades 1-6, and shall encourage intramural activities in grades 7-8.**

XI. FINANCING AND BUDGET

1. **Each school shall provide as many educational activities as possible without pupil fees.**

2. **Each school shall have a policy regarding fund raising in the school so that these activities do not interfere with the school program.**

3. **The salary schedule of the principal shall be higher than that of any other staff member of his school.**

4. **Each school have an adequate record system showing collection and disbursement of all funds handled at the school level.**

5. **Financial records of each school shall be audited annually by a Certified Public Accountant.**

   This audit may be a part of the district-wide audit.

6. **Principals and teachers of each school shall be given an opportunity to present requests and recommendations for budget preparation.**

   The principal and teachers may participate in the preparation of written requests to the superintendent.

XII. MATERIALS OF INSTRUCTION

1. **Each school shall have annual expenditures of $5.00 per pupil for instructional material and equipment utilized by pupils and teachers in the teaching-learning process, not including basal texts and library materials, provided that not more than $2.00 of this amount be used for supplementary readers, workbooks, or worktexts.**

   The annual expenditure refers to monies secured from all sources, including federal funds, P.T.A., etc. . . .

2. **Each school library shall have a collection of at least**

   9 volumes per pupil by September 1, 1967.
   10 volumes per pupil by September 1, 1968.

   A volume is any individual book catalogued in the central library, not including outdated textbooks. The number of volumes per pupil is based on the average daily attendance of the preceding year.

   Three copies of a set of supplementary readers may be counted as library volumes if catalogued in the library.

   All volumes shall be selected from the approved listings as set forth by the State Department of Education.

   No book shall be counted twice even though the library may serve grades 9-12 as well as grades 1-8.

3. **Each school shall have an annual expenditure of $2.00 per pupil for library materials.**

Library materials include books, magazines, newspapers, supplies, and rebinding materials.

4. **Each school shall provide an adequate supply of audio-visual materials and equipment as set forth by the State Department of Education,** *Audio Visual Guidelines;* **a minimum rating of "good" for materials and equipment should be maintained.**

XIII. INSERVICE EDUCATION

1. **Each school shall have a well-organized inservice education program for professional personnel, in addition to regularly scheduled routine faculty meetings.**

   Inservice education programs should evolve from the problems, needs, purposes and goals of the local faculty and should be carefully planned, organized and evaluated.

   An effective inservice education program may include activities such as:

   - workshops or institutions in specific areas
   - conferences
   - school self-studies and evaluations
   - curriculum study and development of materials
   - research and experiments
   - study of new trends in education
   - directed inter-school visitation

   The purpose of inservice training is to provide experiences for the faculty which will enable it to work together and grow professionally in areas of common interest. Therefore, a cooperatively planned inservice program will attract the interest and active participation of more staff members. For additional informa-

tion on inservice education, see *Focus on Professional Growth*, State Department of Education.

2. **Cost and materials shall be provided for the inservice education program.**
3. **All school lunch personnel shall attend the annual inservice training programs provided by the state and local supervisory personnel.**
4. **An inservice training program shall be provided for all custodial personnel at the local or district level. For additional information see *Custodian's Handbook*, Trade and Industrial Education, State Department of Education, July, 1963.**

PART TWO

QUALIFICATIONS OF SCHOOL PERSONNEL

A competent, well-qualified staff is essential to a good school that provides quality education for all boys and girls. Each member of the school staff is important in a well-organized school and should possess the personal qualities, professional knowledge, and skills which will enable him to function effectively and efficiently.

The policy of a school system should be to select the best prepared persons available for positions of leadership. The quality of elementary education in each school system is determined very largely by the competence of its leaders. No principal can expect to provide the leadership that is necessary today unless he is a true student of modern elementary education and its principles. The person holding a position as a principal of an elementary school should map out for himself a personal program of professional improvement.

Each faculty and staff member should be considered as potentially capable of professional improvement until found otherwise. The individual teacher should view his professional improvement as a personal responsibility. The principal and teachers should conceive of the elementary school as a cooperative enterprise involving long range planning. Staff members should become developers as well as users of educational theory.

As specialized personnel are brought into the instructional program, their work should be coordinated with and related to the total school program.

QUALIFICATIONS OF SCHOOL PERSONNEL
MINIMUM REQUIREMENTS

XIV. PRINCIPAL

1. **Each supervising principal shall hold a South Carolina elementary principal's certificate.**

2. **Each teaching principal shall hold a valid elementary teacher's certificate, shall have had three years' teaching experience on the elementary level, shall have had a course in administration and supervision and/or elementary school curriculum and shall be required to earn six semester hours every three years.**

   Under the following circumstances a supervising or teaching principal shall not be required to meet the minimum requirements:

   A principal who was employed prior to the 1962-63 school year, held a permanent professional certificate on July 1, 1962, has been continuously employed as a principal in the same school system, and earns a minimum of six semester hours each three years in administration, supervision, and/or elementary school curriculum.

   or

   A principal who was employed after 1962 who is admitted to a master's degree program leading toward full certification and continues to earn a minimum of six semester hours credit each year.

   or

   A principal who is 62 years of age provided he has earned at least six hours within the last three years.

XV. TEACHER

1. **Each classroom teacher shall:**
   a. have a bachelor's degree or a degree equivalent.
   b. hold a valid South Carolina Elementary Teacher's Certificate.

2. **Each teacher in special areas—such as art, music, health, special education, and physical education—shall meet the same general education requirements as the elementary teacher and shall be certified in his area of specialization.**

   Under the following circumstances a teacher shall not be required to meet the minimum requirements:
   A teacher who is earning a minimum of six semester hours of credit each year toward a degree or degree equivalent and a valid elementary certificate

   or

   A teacher in a departmentalized unit (grades 6-8) who is teaching in his certified field or fields.

   or

   A teacher who is 62 years of age provided he has earned at least six hours within the last three years.

XVI. SUPERVISOR

1. **Each elementary supervisor shall hold a valid elementary supervisor's certificate.**

2. **Each supervisor in special areas—such as music, art, health, and physical education—shall meet the same requirements as the elementary teacher in his special area, and shall hold a supervisor's certificate.**

XVII. GUIDANCE COUNSELOR

1. **Each guidance counselor shall hold a valid elementary teacher's certificate and shall be fully certified as an elementary guidance counselor.**

2. **Each teacher-counselor shall hold a valid elementary teacher's certificate and shall meet the certification requirements for a part-time elementary counselor.**

XVIII. LIBRARIAN

1. **Each librarian shall meet the certification requirements for a librarian.**
2. **Each teacher-librarian shall meet the certification requirements for a teacher-librarian.**

   Under the following circumstances a librarian or teacher-librarian shall not be required to meet the minimum requirements:

   A librarian or teacher-librarian who is earning a minimum of six semester hours of credit each year toward becoming fully certified

   or

   A librarian or teacher-librarian who is 62 years of age provided he has earned at least six hours within the last three years.

3. **The second person employed for a library shall have had at least specialized training in library work or experience as an elementary teacher or meet the requirements for secretaries.**

XIX. SCHOOL NURSE

1. **Each school nurse shall possess a current license issued by the State Board of Nurses to practice as a professional registered nurse or a licensed practical nurse.**

   It is desirable that the nurse have special training in public health, administration of the school health program and child growth and development.

XX. SECRETARY

1. **Each secretary shall be at least a high school graduate and shall have completed the equivalent of a high school commercial training course.**

XXI. SCHOOL LUNCH PERSONNEL

1. **Each school lunch manager shall have:**
   a. a food handler's permit.
   b. a high school education or its equivalent.
   c. three years of experience in a school lunch program or in a related field.
   d. continuous inservice and on-the-job training, as provided by the County School Lunch Program Supervisor.
2. **Each school lunch operator shall have:**
   a. a food handler's permit.
   b. at least an elementary school education except in such cases as certified by the superintendent as an unavailable community resource.
   c. inservice training prior to beginning work as recommended by the State School Lunch Supervisor.

XXII. CUSTODIAL PERSONNEL

1. **Each custodian shall have:**
   a. an elementary education except in such cases as certified by the superintendent as an unavailable community resource.
   b. skill in performing tasks of cleaning, caring for, and maintaining the school plant and grounds.
2. **Each custodial helper shall have:**
   a. skill in performing tasks of cleaning, caring for, and maintaining the school plant and grounds.

XXIII. HEALTH CERTIFICATES

1. **All professional and non-professional personnel shall have an annual physical examination.**

   Certification that the person is free of contagious disease including tuberculosis is required.

PART THREE
CURRICULUM

The elementary school in our democratic society should design and administer a program to meet the needs of all children. Such a program should recognize individuals as socially sensitive personalities with varying degrees of abilities and limitations.

Since individuals differ in environmental backgrounds, interests, and capacities, the curriculum should provide for experiences that are broad in scope and should make use of a variety of materials and equipment.

In a democratic society, the school should provide a curriculum which will develop a sensitivity to the individual's responsibility to himself, his home, his country, and his destiny in the universe. Opportunities must be provided for the pupil to become aware of his responsibility to maintain, cherish, and perpetuate the basic freedoms of a democracy. Carefully thought out plans for considering and dealing with controversial issues in the classrooms should be in evidence.

To obtain the ultimate goals of all individuals in a cooperative, peaceful society, the curriculum should establish a balance in all areas of knowledge of mankind which contribute to the social, economic, esthetic, moral, and emotional aspirations and goals of a responsible citizen.

To accomplish this, the curriculum should be based on a thorough knowledge of child growth and development consistent with a sound philosophy of education, should make use of valid education research, experimentation and evaluation and should be implemented by teaching-learning situations which provide opportunities for pupils to understand and evaluate their own progress. Each elementary school should review and evaluate the curriculum continuously to make certain that adequate opportunities are being provided for pupils to learn, develop, and become what they are capable of becoming.

CURRICULUM
MINIMUM REQUIREMENTS

XXIV. COMMUNICATION SKILLS

1. **Each school curriculum shall include instruction in the communication skills.**
   - Listening.
   - Speaking.
   - Reading.
   - Writing.
   - Spelling.

   a. Each school has a definite responsibility to help children develop competencies in the skills of communication. Children need to become proficient in the skills of listening, speaking, reading, writing, observing, thinking, and making wise choices. Opportunities should be provided for children to make the basic skills a functioning part of the total school program and a part of their everyday life in general. For competency these skills need particular emphasis in relation to the total development of each school child.

   b. Each school should see that:
      - there is systematic planning for acquiring the basic skills.
      - there is continuity and sequence in the learning opportunities in the major areas of communication.
      - opportunities are provided for children to learn the skills in meaningful situations.
      - reading skills are required in each grade and related to other subject areas.

- opportunities for self-expression and creativity in speaking and writing are provided.
- accomplishments in the skills are evaluated by using many techniques and evidences in the ongoing process of learning.

XXV. SOCIAL STUDIES

1. **Each school curriculum shall include instruction in the social studies.**
   - Anthropology
   - Citizenship
   - Conservation of resources
   - Economics
   - Geography
   - Government
   - History
   - Social psychology

Reference: *A Guide for the Teaching of South Carolina History and Its Relationship to the United States, Grade Eight,* State Department of Education, 1966.

A View of the Environment, Social Studies, Grades 7-9, State Department of Education, 1967.

a. Each school has the responsibility to help boys and girls become effective citizens and to develop increasingly higher levels of democratic behavior.

b. Each school should provide opportunities for children:
   - to acquire knowledge and understanding of our

system of government through a study of history and civics and the use of community resources.

- to live and work in an environment in which democratic values are recognized, practiced, and respected.
- to acquire skills in effective living in a democracy and to gain an understanding of the past and its relationship to the present.
- to appreciate and practice freedoms basic to our American way of life—freedom of speech, of worship, of choice, of movement, and from fear.
- to recognize the dangers of foreign ideologies, such as communism and others which are alien to the traditions of democracy.
- to evaluate his skills and to increase his ability to judge the quality or value of things, situations, and ideas through the process of critical thinking.
- to acquire skill in the use of reference materials and such visual aids as maps, globes, and charts.
- to understand and appreciate our heritage, our own and other cultures, and the relationship of the United States to the rest of the world.
- to gain an understanding of the basic principles underlying our socio-economic system.
- to understand and appreciate the facts of economic freedom and free enterprise, the necessity to make wise choices amid the conflicts of want and resources, and the interdependence of men.

c. Each school should provide activities which help children develop:

- a sympathetic feeling toward the needs, ideas, and contributions of others.
- attitudes of friendliness, courtesy, tolerance, honesty, a sense of responsibility, and a respect for the rights of others and for law and constituted authority.
- an appreciation and an understanding of the principles and practices of the conservation of our natural and human resources.

XXVI. PHYSICAL AND NATURAL ENVIRONMENT

1. Each school curriculum shall include instruction in the physical and natural environment.

- Science
- Conservation

Reference: *Guide for Teaching Science, Grades 1-6*, State Department of Education, 1962.

A View of the Environment, Grades 1-3, State Department of Education, 1967.

A View of the Environment, Grades 4-6, State Department of Education, 1967.

A View of the Environment, Science, Grades 7-9, State Department of Education, 1967.

A View of the Environment, Outdoor Classroom, Camping and Recreation, State Department of Education, 1967.

a. The school program is concerned with helping each child to understand his environment and his own relationship to it, and to function in it with a sense of well-being.

b. Each school should provide activities that will enable each child to recognize the need for change and alteration in his environment.

c. Each elementary school should provide opportunities for children:

- to develop a scientific attitude: that of formulating hypotheses, gathering and studying data, experimenting with an open mind, and drawing reasonable conclusions.
- to learn basic principles and concepts of science.
- to explore the environment and to seek new avenues of interest.
- to understand our dependence upon natural resources and our obligation to conserve them.

XXVII. QUANTITATIVE RELATIONSHIPS

1. **Each school curriculum shall include instruction in mathematics.**

Reference: *Guidelines for Mathematics in Elementary Schools*, State Department of Education, 1964.

a. Each school shall provide instruction in quantitative relationships and skills for solving daily problems and provide a foundation for mathematics beyond the elementary school.

b. Each school shall provide opportunities for children:

- to relate mathematics to the school curriculum so that it contributes to a well-balanced program at all grade levels.
- to discover the meaning, order, and logic of our number system by use of the latest materials and methods available.

- to perceive the nature of number and geometric forms.
- to discover and explore functional relationships.
- to relate the structure and pattern of mathematics to a wide variety of appropriate experiences so that efficient problem solving skill will develop.
- to appreciate mathematics as a part of our cultural heritage and to develop an understanding of mathematics as a language.
- to develop competency and accuracy in basic processes.
- to enjoy mathematics and to develop a realization of the importance of mathematics in our society.

XXVIII. ESTHETIC AND CREATIVE EXPERIENCES

1. **Each school curriculum shall include opportunities for esthetic and creative experiences.**

   - Art
   - Literature
     Drama
     Poetry
     Prose
   - Music

   a. Art, music, and literature are integral parts of the general educational program which contributes to all-round development of each child. Esthetic appreciation is enhanced as the child sees, listens, and expresses himself in an atmosphere of freedom and creativity.

   b. Each school should provide opportunities for children:

- to learn the basic principles of art and to relate them to everyday life.
- to use a wide variety of materials and art media in order to discover the possibilities and limitations of materials and processes.

c. The school should provide oportunities for children:

- to enjoy and appreciate good literature.
- to develop a permanent interest in literature in its many forms.
- to have contact with a variety of literary material that will meet the needs of all children at various levels of development.

d. Each school should provide a broad music program designed:

- to develop each child's skills in listening to music, in singing with confidence, in expressing himself on simple musical instruments, and in reading music notation.
- to develop an understanding of the importance of structure in music, the relationship of music to man's historical development, and the place of music in contemporary society.
- to discover the value of music as a means of self-expression.
- to help each child to grow toward musical maturity.

XXIX. HEALTH, PHYSICAL EDUCATION, SAFETY

1. Each school curriculum shall include instruction in:

- Health
- Physical Education
- Safety

Reference: Health Instruction Series: *Guide for the Teaching of Health, Grades 1-12*, 1967, *List of Selected References in Health for S. C. Schools*, 1960.

Guide for Teaching Physical Education, Grades 1-6, State Department of Education, 1966.

a. Emphasis should be placed on the development of sound attitudes and practices in health based on knowledge and understanding. Such a program should provide learning opportunities in the areas of healthful living, health services, and health instruction closely related to the personal and community health program.

b. Each school should provide opportunities for children:

- to gain an understanding of growth and development.
- to practice safe living in a healthful school environment.
- to gain an understanding of how to achieve and practice good mental, physical, and social health.
- to learn about the nature and effects of alcohol, tobacco, and narcotic drugs.

c. Physical education should become an integral part of the daily school program, exclusive of lunch and recess. (Section 21-416, School Laws of S. C., 1962.) This program should be instructional and should include a variety of activities conducted in a safe and wholesome environment.

d. Each school should provide opportunities in the physical education program for children:

- to develop skills, responses, and coordination through various developmental activities.

- to participate in physical activities which help them to learn about themselves and the people around them.

e. A definite program of safety instruction should be included in the curriculum at each grade level.

(Section 21-414, School Laws of S. C., 1962.)

XXX. SPECIAL EDUCATION

1. **Each school curriculum shall make provisions for special education classes, services or facilities for those children who have psychological or physiological impairments, but who are judged to be able to profit from specialized curriculum or regular instruction for the home bound:**

   - to progress at a rate commensurate with their ability
   - to provide instruction which will enhance their

     emotional development
     social development
     physical growth
     academic development
     economic growth

   Reference: *Curriculum Guide for the Educable Mentally Retarded*, State Department of Education, 1966.

   Arts and Crafts for Use with the Mentally Retarded Student, State Department of Education, 1966.

   Help for Children with Speech and Hearing Problems, State Department of Education, 1964.

XXXI. EVALUATION

1. **Each school shall have a continuous evaluation program to determine how well it is meeting the needs of the individual pupil.**

   a. Evaluation is an integral part of planning and developing experiences. Progress or lack of progress should always be appraised in terms of the goals sought.

   b. Results of evaluation should be recorded and used as a basis for developing future policies and inservice programs.

   c. Each pupil's growth and achievement should be evaluated in terms of his own progress, in relation to his interest, experiences, abilities, efforts, needs and stage of development.

   d. Each pupil should be encouraged to evaluate himself in terms of changing behavior. These changes include changes in attitudes, social skills, critical thinking, physical development, and knowledge and use of subject matter.

   e. Standardized tests should be used for diagnosis and guidance. Other techniques for evaluating individual pupils should be used, such as anecdotal records, sociograms, etc.

PART FOUR

BUILDINGS AND GROUNDS

The elementary school plant should be designed to meet the educational program needs of the children to be served. It should provide for the health and safety of children and should be planned in a way that will enhance the development of an appreciation of beauty, ordering of space, and harmonious living.

The standards for elementary school plants and facilities have been developed with an awareness of the flexibility of the educational program and possible future changes in content and scope of the curriculum. For plants and facilities to be more functional and utilized more effectively, principals, teachers, pupils, and other local citizens should be involved in developing plans for the schools and grounds in their respective communities.

Economy results from an efficient maintenance program. Effective planning with the custodial and maintenance personnel will help to conserve the community's investment and assure effective use of the facilities.

Schools in operation prior to the beginning of school year 1965-66 and not meeting the minimum building standards will be accredited provided every reasonable effort has been made by the local school board to correct the deficiencies.

Where topography or lack of available land make it impossible to meet the standards fully, exceptions having the prior recommendation of the State Superintendent of Education and approval of the State Board of Education may be made.

BUILDINGS AND GROUNDS

MINIMUM REQUIREMENTS

XXXII. SITE

1. **Each school site shall consist of:**
   a. five acres of land for each school building, with one additional acre for each 100 pupils or fraction thereof.
   b. land that is well-drained, removed from traffic hazards, noise, and unsanitary conditions.
2. **Each school site shall have developed space with freedom from safety hazards for:**
   a. a well-balanced program of health and physical education.
   b. play areas for different age and interest groups.
   c. parking by school staff and visitors.
   d. a drive-in for school buses which eliminates street or driveway crossings for pupils and reverse driving by bus drivers.

XXXIII. BUILDING

1. **Each accredited school shall meet the minimum requirements relating to such matters as safety, lighting, heating, plumbing, and ventilation as prescribed by the State Department of Education, the State Board of Health, and the State Fire Marshall.**
2. **Each school building shall be of a functional design that allows for expansion or additions.**
3. **Each school building shall contain:**
   a. properly equipped, clean, well-ventilated toilet rooms screened so that the interior room is not visible from the hallway.

b. adequate, well-ventilated storage space for textbooks, teaching supplies, instructional equipment, and custodial supplies and equipment.

4. **Each school building shall have adequate teachers' lounges.**

XXXIV. CLASSROOMS

1. **Each classroom shall contain:**
   a. a minimum of 720 square feet, excluding storage and clothing racks.
   b. adequate storage space.
   c. shelving for books
2. **Each classroom shall be:**
   a. located to take advantage of natural light.
   b. provided with sink and running water.
   c. provided with at least two double electrical outlets.
3. **Each classroom shall have:**
   a. provision for map rails, adequate well-lighted display surfaces (pegboards, bulletin boards, etc.).
   b. adequate acoustical treatment.
4. **Classrooms for special education classes shall meet the same general requirements as classrooms for regular pupils. (Usually additional equipment, as recommended and approved by the State Department of Education, will be needed in such rooms.)**

XXXV. LIBRARY

1. **Each school shall have a central library.**
2. **Each school with 7 to 13 teachers shall have a library with a minimum of 720 square feet, excluding work and conference areas.**

3. **Each school with 14 or more teachers shall have a library with a minimum of 1,300 square feet, excluding work and conference areas.**
4. **A unit school shall have a library with a minimum of 1,300 square feet excluding work and conference areas, and shall include furniture for primary and elementary grades.**
5. **Each library shall have space for audio-visual material and equipment unless provided for otherwise.**

XXXVI. MULTIPURPOSE ROOM

1. **Each multipurpose room shall be:**
   a. located on the ground floor and so constructed that it can be closed off from the rest of the building.
   b. removed from quieter areas such as classrooms.
   c. accessible to the parking area.
2. **Each multipurpose room shall have:**
   a. a separate entrance and a ready means of exit.
   b. seating space based on school and community needs
   c. access to toilets.

XXXVII. SCHOOL LUNCH FACILITIES

1. **Each lunch unit shall be located on the first floor and accessible to service drive.**
2. **Each lunch unit shall provide:**
   a. ten square feet of seating space per person (determined by number of pupils who eat lunch, type of lunch served, and other school facilities).
   b. one-half square foot of storage area for each meal served daily exclusive of refrigeration space (except

where administrative organization and/or delivery service requires less space).

c. adequate shelving to store any type of foods with storage space ventilated but not heated.

d. a service area of one square foot per meal served with serving counter 16 feet long and 30 inches wide including refrigerated milk service.

e. a separate office or desk for the manager.

f. dressing rooms for employees, including toilet and lavoratory with soap and towels.

g. equipment as required by the School Lunch Service.

3. Each lunch unit shall have:

a. all openings, such as doors and windows, screened, consistent with the most recent recommendations of the National Exit Code.

b. both natural and artificial lighting in dining and kitchen areas.

c. walls and ceilings painted a light color which can be easily cleaned.

d. slip-resistant quarry tile, ceramic tile, or terrazzo floors in kitchen area.

XXXVIII. ADMINISTRATION AREA

1. The administrative area shall be:

a. located near the main entrance of the building.

b. easily accessible from all parts of the building.

2. **The administrative area shall have provision for:**

   a. **principal's office.**

   b. **reception room or space.**

   c. **adequate storage for records and supplies.**

   d. **room or space for school health unit.**

   e. **teachers' work room of size and type suitable for the preparation of instructional material.**

   f. **adequate space for administrative handling, care and distribution of equipment, and production of materials.**

XXXIX. MAINTENANCE

1. **Each school shall have a well-organized maintenance program for buildings and grounds. Reference:** *Custodian's Handbook,* **Trade and Industrial Education, State Department of Education, July 1963.**

   a. A complete and detailed work schedule shall be worked out with the custodian.

   b. An inventory of the custodian's supplies and equipment shall be kept.

   c. Adequate storage space for all cleaning equipment and supplies shall be provided.

   d. Custodial supplies shall be clearly identified and stored in an easily accessible and safe place.

   e. The furnace room shall be clean with all valves correctly identified by permanent tags.

PART FIVE

SUMMER SCHOOL PROGRAMS

In organizing a summer school program, careful consideration should be given to what makes a good elementary school. In addition to this, there are three basic principles which merit consideration: (1) the summer school should not be expected to replace an academic year's work; (2) promotion or non-promotion should in no way be the responsibility of the summer school teacher or director; however, the results of standardized tests indicating achievements should become a part of the cumulative record; (3) an objective narrative report should be part of the record and the only required report for the enrichment phase of the program.

SUMMER SCHOOL PROGRAMS
MINIMUM REQUIREMENTS

XL. ORGANIZATION AND ADMINISTRATION

1. **Each summer school should have a qualified elementary principal or elementary teacher designated as director of the program.**

2. **Membership—Teacher-pupil ratio should be in keeping with the needs of the individual student with regard to his program of study.**

3. **Each summer school should have the services of a competent secretary.**

4. **Library Services—Each summer school should have access to library services during the entire school day. It is recommended that the library be open at least 30 minutes before and 30 minutes after.**

5. **Provisions should be made for custodial services.**

6. **Length of summer school term and school day:**

   a. The summer day for summer school should be no longer than four hours. This length would prevent the necessity of providing school lunch and would give ample time for the program of instruction desired.

   b. The summer school term should be not more than eight weeks in length.

   c. Enrichment programs in special areas may be varying in length.

7. **Provisions should be made for the necessary materials and equipment for a balanced program in each respective area.**

XLI. QUALIFICATIONS OF TEACHERS

1. **The qualifications of each classroom teacher should be the same as regular term.**

2. **Each teacher in special areas; such as art and music, should meet the same general educational requirements as the elementary teacher and should be qualified in his area of specialization.**

XLII. CURRICULUM

1. **The curriculum of the summer school should be based on both individual and group needs of the students in attendance. There should be a two-fold purpose in determining the program offered during the summer session.**

   a. Provision should be made to correct certain defects determined by standardized tests, teacher opinion and examination of the cumulative record of the individual student. Hence, the summer school should be clinical in nature.

   b. There should be opportunities for students to enrich their background in certain areas of the curriculum where little time is spent in an area during the regular school term; such as, art, music, or drama.